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Thesis

A FOLLOW-UP STUDY OF GIRLS WHO GRADUATED FROM THE VOCATIONAL SCHOOL AT WORCESTER, MASSACHUSETTS, DURING THE YEARS 1937-1947

Submitted by

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CHAPTER I

THE PURPOSE AND SCOPE OF THE STUDY

This is a study to determine what social, educational, and vocational adjustments have been accomplished by the one hundred girls involved in the study who entered the seventh grade at the Girls' Vocational School at Worcester, Massachusetts, and remained there to graduate. It is hoped that the information gathered in this study will help to determine the extent to which the school has met the needs of these girls.

The Vocational School is located a short distance from the heart of the city. It was originally the Continuation School which had been established by law in 1920, and which evolved out of the interest of a group of thoughtful people who believed that more education should be afforded youth who left school at fourteen years of age to take their place in industry. The special objectives were to afford immediate and prospective help to young people in making civic,social, and economic adjustments. The curriculum included opportunities for general improvement, prevocational, and trade preparatory work.

When more stringent child labor laws were enacted, keeping youth out of industry and compelling them to remain

in school until sixteen years of age except in unusual circumstances, the school membership began to decrease. The potential Continuation school pupils were then absorbed into the new organization within the same building, but under the name of Opportunity School. The name was changed within a few years to Vocational School.

To meet the desire of some youth to secure Home Economic training in conjunction with academic instruction, the City of Worcester has, in addition to the Vocational School, a Girls' Trade High School, which is not an integral part of the Worcester School Department, but is a State-assisted Trade School under the guidance of a board of trustees. It is well to note that pupils who have completed grade eight or have graduated from grade nine at the Vocational School are eligible for entrance at the Trade High School.

The pupils in attendance at the Vocational School, comprising both sexes, come from various sections of Worcester. Their chronological age range is approximately from twelve to eighteen years and their intelligence quotient range is from approximately fifty-five to one hundred twenty.

There are three academic class rooms in the girls' division. They serve as home rooms for the seventh, eighth, and ninth grades, for the girls are grouped according to their grade level. The girls occupy a section of the school building apart from the boys. The girls are instructed by women teachers, and the boys, by men teachers.

One half of the pupil's school day is devoted to academic studies, the remainder of the day to vocational endeavors. The girls of grade seven and eight are given alternate training in Clothing, Foods, and Homemaking, under the supervision of three Home Economics teachers. The ninth grade girls receive related and practical training in Home Nursing, Child Care, Physiology, First Aid, and Nutrition under the direction of a registered nurse who has specialized training in teaching techniques.

Ingram[1], in referring to vocational training states:

> Provision for individual differences should take the form of Vocational courses which provide for more hours in the shop or the home economics laboratory than are given to the average learner. Courses related to these vocational interests or modified academic courses should be provided.

The academic course of study at the Vocational School is similar in content to that of the Junior High School, but due to the generally low I.Q. rating of those in attendance, the minimum course of study is usually followed.

There is also included in each grade a special course in Occupational Information which includes instruction in:

1. kinds of positions for girls;
2. how to apply for a position;

1/ Christine P. Ingram, Education of the Slow Learning Child. Yonkers, New York: World Book Company, 1935, p. 179.

3. abilities and skills necessary for success in all positions;

4. characteristics of a good worker;

5. reasons for success or failure on the job.

In the words of Ingram:[1/]

> There is need to focus emphasis on the all-round development of the individual rather than on his achievements in relation to normal standards for academic accomplishments.
>
> The attainments important for the dull group are those that lead to hygienic living, to practical interpretation of the work of the world, and of family and community interests, and to vocational skills.

The class room groups are moderately small in number, which is of particular advantage in instruction of the slow learner. Much of the teaching is accomplished on an individual basis. The teachers are thereby in a better position to recognize and make adjustments to specific difficulties and differences.

Ingram[2/] believes:

> There are many children with an intelligence quotient between 70 and 80 who can succeed fairly well in academic work in a small group where the academic work is individualized.

A pupil desirous of enrolling at Vocational School makes application to the Principal of the school where she is in attendance. Information pertaining to the pupil's conduct,

1/ Ingram, op. cit., p. 407.

2/ Ibid., p. 8.

effort, and scholastic averages over a three-year period is recorded on the application which is then filed at the office of the Superintendent of Schools. The pupil selection for Vocational School is then made from these applications.

At the inception of this study, there was no formal guidance program in the Worcester Elementary Schools to determine vocational aptitudes. The principals and teachers of the girls seeking admission to the school were apparently guided by the yardstick which indicated that the majority of the applicants were non-academic minded and therefore would be happier and would adjust better in a school curriculum where part of their day would be devoted to vocational endeavor.

Experience has proved that many of the pupils who displayed a dislike for academic subjects in the elementary school have demonstrated an attitude of interest in vocational pursuits with related academic instruction. The pupils who graduate from Vocational School may continue their education either at Commerce High School or at the Girls' Trade High School.

The age level of the girls attending Vocational School is relatively high, due to many and varied factors which include the following:

1) retardations during early school years;

2) repeated academic failure through the grades;

3) frequent changes of schools due to family moving;

4) irregular school attendance;

5) social maladjustments;

6) emotional instability;

7) physical and sensory defects;

8) adverse home environment.

The school department is very reluctant to allow pupils to leave school before reaching their sixteenth birthday, unless the economic or parental situation at the pupil's home is such that leaving school is absolutely necessary. In such cases, local social agencies cooperate with the school department in determining whether withdrawal from Vocational School is imperative. This joint effort has resulted in the retention of these girls in Vocational School until they reach or pass sixteen years of age. Many who reach the age of sixteen during the course of the ninth grade, remain to complete the school year, thereby graduating. Some pupils who planned on withdrawing from school upon reaching their sixteenth birthday, altered their plans and remained to graduate.

A unique feature of the Vocational School is the home visiting program which is required of every teacher in the school. It is mandatory that each instructor devote two hours a week outside of school time visiting the homes and the places of employment of her pupils. Pertinent information

obtained at the time of the visit is summarized and filed as a part of the school records. These visits serve to present a clearer perspective of the girl in relation to her home and work situations and the factors which contribute to the development of her personality.

In referring to cooperation between the school and the home, Ingram[1/] states:

> The teacher must be a student of the individual children in her group. She should have an intimate understanding of the background, the interests, the abilities, and the attitudes of the child.
>
> .....
>
> The child's education is not entirely gained at school. It takes place in the home and also in the larger community in which he lives. The teacher should be thoroughly familiar with the home environment. The understanding teacher can accomplish a great deal in the way of improving attitudes and cooperation in the home, where it seems desirable that these be improved and brought into closer harmony with those of the school.

Since all aspects of a girl's living affect her learning, the girl must be helped to meet her living problems. In many instances, it is imperative that a girl be equipped with a knowledge of, and a feeling for, a better level of living other than that to which she is accustomed in order to enable her, as a future homemaker, to raise her standards and so create for herself and family a more wholesome way of life.

1/ Ingram, op. cit., pp. 42 and 47.

Martens[1] believes,

> It is just as important to educate the mentally retarded child to be happy and efficient in his social relationships as it is to try to make him able to earn a livelihood. His life, like that of all others, is composed of living as well as earning.

New scientific and economic facts are presented to these girls daily over the air, on the screen, and through the press. It is the duty of their instructors to help them to understand and interpret these new facts in relation to their own living and experiences. The girls must be made more conscious of their health, food, diet, housing, and consumers' values. Martens[2] sets up some specific objectives which must be kept in mind if the retarded child is to go out from the school equipped to carry on successfully in terms of his own ability. She stresses the following:

1) An ease and joy in social relationships that enable him to find friends and to participate in social experiences.

2) The knowledge and disposition to keep physically well in order to enjoy life to its maximum.

3) An ability to plan and to choose his leisure activities wisely.

4) An ability to cook his own food, care for his own clothes, and to make his dwelling habitable.

5) The ability to earn as much of the necessities of life as possible.

6) Enough general knowledge of specific skills to

1/ Elise H. Martens, A Guide to Curriculum Adjustment for Mentally Retarded Children. U.S. Department of Interior Bulletin, No. 11. Washington: Government Printing Office, 1936.

2/ Ibid. p. 19.

6) (continued)

spend his earned salary wisely; and enough general knowledge of the products necessary in sustaining life to give meaning to their use.

The objectives which the Vocational School attempts to realize are much in accordance with Martens' [1/] aims. We feel that the girls must be guided in the understanding and practice of :

1) desirable school relationships;

2) positive attitudes toward personal development;

3) means of discovering and developing individual aptitudes;

4) appreciation of worthwhile activities in co-operation with others;

5) fundamental knowledge and skills both in the academic field and the vocational trends.

Experience indicates that an adolescent is mature enough to realize that she has been helped and guided in taking stock of herself. It is desirable that she feel that there is something in her past attainments, activities, and contributions, and in her future life which should all be interwoven to form a better and finer American girl; one better prepared to enjoy the privileges and assume the responsibilities of worthy citizenship.

1/ Martens, op. cit.

If our objectives afford immediate and prospective help and guidance to our girls in making social, civic and economic adjustments and becoming responsible wage-earning citizens and worthy home makers, we can only evaluate them by locating these girls and securing the answers of the group to these relevant questions.

To what extent have these girls become seemingly worthwhile citizens ?

What percentage of the group has apparently succeeded in their occupational endeavors ?

In what type of occupations do these girls find employment ?

What academic and vocational skills taught at Vocational School were of value to the girls in their home or work life?

What percentage of the girls sought formal education beyond the Vocational School ?

What is the marital status of the group ?

CHAPTER II

REVIEW OF THE LITERATURE

The first National Conference on Vocational Guidance was held in Boston, in November, 1910. No records were made of the meeting. Included on the agenda at the second conference which was held at New York City in 1912, were addresses on placement of youth, the difficulties and the possibilities of follow-up, the need for more knowledge of occupational information, vocational analysis, and vocational guidance through school work.

Chairman Devine[1/], Professor of Social Economy, Columbia University, stated that the task of the educator does not end with the class room, but that it follows the boy and girl in such a way as to secure a rational adjustment to his work. He also stated that there is a need of consideration of the individual's capacity, his training, his interests, and the opportunities that the community presents.

Speaking on the placement of the unskilled girl, P.J. O'Connell[2/], Superintendent of Placement in the Employment Bureau of New York City, stated that there would be less difficulty in placing the girls who had some manual training

1/ Second National Conference on Vocational Guidance. Published privately by the Secretary, Benjamin Gruenberg, 1913. p.1.
2/ Ibid., p. 4.

up to their fourteenth year and some special trade training in their next two years. She also stated that it was difficult to place girls who had come to the working age without previous training either at home, or at school, and without some manual dexterity.

Chairman A.P. Barrows,[1/] Director of Vocational Education Survey, acting as chairman of the CONFERENCE ON FOLLOW-UP stated that one of the most important things that can grow out of the study of vocational guidance is some plan which would enable the schools to keep track of their students - "follow them up" - both while they were in school and after they had left, so that every city might know the size of its problem in respect to the number which must be educated, and to what extent the schools are meeting their obligations to give children the education which they need.

The Director of the Vocation Bureau, Cincinnati, H.T. Wooley,[2/] in her address on Follow-up Work stated that the most significant fact in children's desire to go to work is their dissatisfaction with school. The real need can be met only by a change in educational method.

1/ Second National Conference on Vocational Guidance, p. 24.
2/ Ibid., p. 30.

> We must have an adequate system of pre-vocational training, a kind of training which will appeal to children of the type who leave the schools early, and which because of its appeal, will lead them to stay in school. A change throughout our entire school curriculum, which would make work with the hands an important element in education for all children from the start, would be of enormous benefit not only to children destined for industry, but to children of all destinies. Each child could decide his future on the basis of a wide opportunity to try his powers in many different directions, instead of being limited only to the academic type of effort. The problem of vocational guidance, for children under sixteen, resolves itself into a problem of pre-vocational training.

The Associate Superintendent of Schools of New York, E.L. Stevens,[1/] stated his belief that there would come a day when there would be courses, lectures, and instruction in vocational guidance at Universities and Colleges so that we might be able to learn what has been accomplished and determined elsewhere. His prediction has certainly come true.

This conference was held thirty-seven years ago. Although experience in the guidance field over the years has altered some of the ideas expressed at the conference, nevertheless many of them which were discussed at that time by the assembly of educators and leaders in community progress are the ideas which today are widely and warmly accepted as some of the basic principles and practices in our educational system.

1/ Op. cit., p. 12; p. 189.

The follow-up practice advocated at that time has become a very prominent and practical method of securing much pertinent information about American youth, particularly in its relation to school and work.

Among the early follow-up studies of American school youth was one made by Pratt[1/] in 1920. Of the 10,674 children who came that year to the Board of Public Education for general working certificates, 908 were interviewed. It was found that 47 per cent of them did not want to continue with their school work. They gave as their reasons that they did not like arithmetic; that they were unhappy in school because they were older and bigger than some of the other children in their classes. She concluded that many of these difficulties might have been adjusted by the school while the children were in the school situations.

In 1921, Wooley,[2/] who was on the agenda of the second national conference on vocational guidance in 1912, made a study with Hart of 203 persons who had left special classes in Cincinnati. Their I.Q. range was from 45 to 90, They found, in the study of the employment status of these youth,

1/ Anna Beach Pratt, "The Relation of the Teacher and the Social Worker," Child Welfare, Annals of American Academy of Political and Social Science, November, 1921, p. 90.

2/ Helen T. Wooley and Hornell Hart, Feebleminded Exschool Children Who Have Been Students in Cincinnati Special Schools. Helen S. Trounstine Foundation, Volume I, No. 7, April, 1921, p. 27.

that the majority of them found work in factories.

Toops,[1] in 1923, with the assistance of the Division of Psychology of the Institute of Educational Research at Columbia University carried on research to provide tests for use in vocational guidance of children in their early teens. The particular problem was to devise tests predicting fitness for various careers. The abilities to be tested would correspond with the vocational activities that a fifteen year old youth might enter. Toops[2] stated that one of the greatest services of vocational guidance was to direct youth from 13 to 16 years away from Commercial High School, Business College, and office work, particularly those who have little or no chance of usefulness and happiness there. Through follow-up procedures his findings led him to conclude that vocational and educational guidance, to be most effective, should be given at some period in the elementary school for the following reasons:

1. a pupil does not ordinarily enter a vocation until after his compulsory or voluntary education is completed;

2. guidance should be given in advance of the immediate situation, such as school elimination, which plunges the youth into industry;

3. the facts of school elimination show that if guidance is not given in the elementary school the majority of youth will choose a vocation

1/ Herbert A. Toops, Tests for Vocational Guidance of Children Thirteen to Sixteen. Contributions to Education, No. 136, Teachers College, Columbia University, 1923.

2/ Op. cit.

3. (continued)

without such advice, since but a small portion enter high school and remain to graduate;

4. early differentiation of school work in the case of some of the youth seems desirable;

5. the elementary school has control at some time over all boys and girls, and has their trust and confidence, can and should supply training in abilities in which it may be noted the individual is not as well developed as he should be;

6. the elementary school collects more data on the abilities of growing children than any other agency.

Another study made by Wooley[1/] in 1926, was of the industrial records of boys and girls in Cincinnati. She compared them with their school records, certain test results, and certain measures of socio-economic status. She found among other things, only slight relationship between school records and employment. The correlations of intelligence with average and total weekly wages were low.

An investigation was sponsored by the United States Government and was made by Channing,[2/] in 1932, for the Children's Bureau. It brought about a detailed report of the industrial adjustment of special class pupils in seven

1/ Helen T. Wooley, An Experimental Study of Children at Work and in School between the Ages of 14 and 18 Years. New York: The Macmillan Company, 1926.

2/ Alice Channing, Employment of Mentally Deficient Boys and Girls. U.S. Department of Labor, Children's Bureau, No. 210, U.S. Government Printing Office, Washington, D.C., 1932.

representative cities in the United States. The pupils had been out of school from three to seven years. The lowest I. Q. of this group was 55. She found that 94 per cent had been employed, that the older girls received higher pay than did the younger girls, and that they were working in jobs which required little previous training. Those without personality difficulties received better pay. She also found that the elements entering into failure or success are no different for the mentally slow from what they are for those of normal intelligence.

The American Youth Commission of the American Council on Education during the years 1935-1937 conducted a series of studies in an effort to discover what the needs of youth are and how these needs are being met by our present institutions. Bell[1/] conducted one of these studies in Maryland. From his findings, he stated that a great need of youth is that of finding employment as they emerge from their school experiences. Forty to forty-six per cent of the youth had not obtained employment at the expiration of a year after leaving school. He also stated that there was a need for techniques and procedures to discover the aptitudes of youth, He found that the level a youth attained in school has been recognized as an influential factor in determining the occupational field in which he would eventually find himself.

1/ Howard M. Bell, Youth Tell Their Story. Washington,D.C.: American Council of Education, 1938.

More than half of the youth studied were found to be working on semi-skilled, unskilled, and domestic-personal jobs.

In referring to the leisure time of the youth, the investigator found that over a third of the young women studied named reading as their most time-consuming leisure-time activity. This study indicated that youth liked to go to the movies and that some discrimination was shown, but in some communities, movies constituted about the major source of indoor recreation. He found a great need for various types of social recreation. He felt that communities should sponsor community youth centers, as a source of satisfying recreation for the young people in a community. This realized, the center should establish a vocational clinic for guidance and placement, to give youth a feeling of belonging in our social and economic plans.

Eckert and Marshall's[1/] study (1939) of the Regents' Inquiry in New York, presented evidence of the need for more and better guidance in the schools. Through twenty-three thousand pupils in fifty-one selected communities, the inquiry staff attempted to measure among other things, the social competence of school-leaving pupils. The findings gave evidence that the schools needed to give these school leavers some preparatory training which would enable them

1/ Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School. New York:McGraw-Hill Book Company,Inc., 1938.

to make better and more satisfactory adjustments in the world of work. The interviewers found that the majority of the pupils left school with no definite plans for the future, and that they needed more preparation for the tasks ahead of them. Another need, they claimed, was for more curriculum adjustment to individual differences and better understanding on the part of teachers and counsellors. They found that the Vocational School leavers seemed more optimistic about their vocational adjustment than did the regular school pupils. It was also found that the less competent a pupil was, the earlier he withdrew from school to face adult problems. They concluded that in view of the intellectual shortcomings of a great many pupils leaving school, chronological age appeared to be a very inadequate standard for judging a pupil's fitness to assume out-of-school responsibilities. They stated that they also found that pupils who leave school as soon as they attain a specified age not only lacked control of the basic skills and of information for living, but a great many of them were judged incompetent to assume the duties of vocations or of citizenship with either intelligence or responsibility.

Reeves[1] made a study, in 1940, of youth's needs exposed by surveys and follow-ups assembled by the American Youth

1/ F.W. Reeves and Howard M. Bell, The Need of Youth in Modern America. Bulletin of the National Association of Secondary School Principals, Vol. 24, No. 90, April, 1940.

Commission as an experimental project with the United States Employment Service. Applications of 3000 youths between the ages of sixteen and twenty-one who had registered at the Employment Service headquarters were examined. Seventy-seven per cent could not be classified occupationally, on the basis of work done, training received, or any aptitude previously analyzed. Reeves stated that closer working relationships must be developed among the community agencies that are concerned with the occupational adjustment of youth. He believes that the imperative needs are, more adequately trained vocational counselors and placement officers.

In 1941, Long[1/] set up a study to gather information concerning a group of school-leaving youth and to analyze the information in an attempt to discover factors associated with tenure of employment. The data was concerned with the school background of the youth, the youth's work history from the time he left school until the time he was interviewed, and the opinions, attitudes, and ideas of the youth concerning his occupational experiences and plans.

The youths were selected from six schools located in Connecticut and in New Jersey. The random sampling was picked by the principals and contained the names of pupils

1/ C. Darl Long, (Ph.D.) School-Leaving Youth and Employment. Contributions to Education, No. 45, Teachers College, Columbia University, 1941.

who had graduated, or dropped out of these schools from 1934 to 1938. Among many of the findings, this study showed that when the head of the family was unemployed, the prosperity of the home was usually impaired, and the necessity for giving financial aid to the home was a more powerful influence in stimulating girls to remain employed than it was for boys.

Girls from broken homes exceeded in employment those whose homes were intact. Girls whose parents were both foreign born maintained a higher percentage of employment than did the daughters of parents of mixed nativity.

Long[1/] also found that youth who contribute to their support during the time in which they were in school developed qualities which were associated with success in holding jobs after their school days were past. The evidence of the study lent support to the contention that the requirements to continuous employment in the jobs actually held by the majority of the youth were only remotely related to the requirements for success in academic school subjects. He suggests that more attention to the study of the common everyday semi-skilled and unskilled occupations in group guidance and occupational information classes might pay dividends in better adjusted youth. Long[2/] also found that there was a significant association between schools recorded intelligence and tenure of employment for girls.

1/ Long, op. cit.

2/ Ibid.

Follow-up studies were made by the Philadelphia Division of Compulsory Education[1/] in 1939, and the Junior Employment Service for the School District of Philadelphia again in 1941 and they revealed some reasons why youth failed to make satisfactory adjustments after leaving school. A few of the stated reasons were the pupils' limited knowledge of work opportunities, the pupils' ignorance of their own capacities and limitations, and the lack of practice in self-adjustment to life situations.

Warstler,[2/] 1942, conducted a long-term follow-up of 618 youth who were in attendance in an Indiana High School from 1925-1939. He gathered the information through a two-page questionnaire. He found that those who left school before graduation had a lower level of jobs than did those who had graduated. Eighty-five per cent of the girls who were out of school more than ten years were married. Fifty-five per cent of the youth obtained their first job through their own efforts. Lack of interest in school was given as the primary reason for leaving school, inadequate finances, was last. Twenty-one of the girls were laborers or operators, though none of the girls desired employment in those fields.

1/ Philadelphia Board of Public Education, Division of Educational Research, When Philadelphia Youths Leave School at 16 and 17., 1941.

2/ A.R. Warstler, "Long Term Follow-up of School Leavers," Occupations, Vol. XX:284-285, January, 1942.

The number desiring work in the professions was four times those actually employed. Warstler[1/]'s findings indicated the need for vocational guidance and placement.

Stevens[2/], in 1943, made a survey to learn the effect of maladjustment on slow-learning adolescents. The study revealed that if failure is made the common experience of youth, rather than success in work which lies within his capacities, the school is evading the issue. His findings revealed the pressing need for an early diagnosis of retarded cases and a readjustment of the curriculum to the child's capacities and interests, with teachers who are especially trained for this particular work.

Carroll[3/], in 1944, made a follow-up study to learn the social and vocational adjustment of a random sampling of eighty-nine former Special Class girls in Worcester compared with a random sampling of former High School girls matched for socio-economic status. The average I.Q.'s of the two groups were 66 and 95 respectively. In the comparisons of vocational and social adjustment of the two groups, it was found that the High School exceeded the Special Class girls in the most cases, but the differences

1/ Warstler, op. cit.

2/ C.D. Stevens, "Some Problems Relative to the Education of the Slow Learning Adolescent," School Review, Vol.51:550-554, November, 1943, No. 9.

3/ Lillian C. Carroll," A Follow-up Study of a Group of Special Girls and a Group of High School Girls Matched for Socio-Economic Status," unpublished Master's Thesis, Clark University, Worcester, Mass., 1944.

were small, and this smallness when compared with the great difference in intelligence of the girls in the two groups is striking. She found that the girls of the Special Classes had a poorer record for stability of marriages. There were five more unstable marriages in the Special Class group than in the High School group. The girls from the Special Class married on an average two and one-half years later than did the High School girls. In their vocational career, the girls in both groups had averaged the same number of jobs -- three each. In the present wage of both groups the average wage was the same - 28 dollars per week, the High School girls earning only $.39 more a week than the Special Class girls. She found that the girls of the Special Class had shown rather successful attempts in the great majority of cases to earn their own livings, adjust in the community, and organize respectable homes for themselves, their husbands, and their children.

Patten,[1/] in 1946, made an investigation in which an attempt was made to follow the progress of 448 pupils who had experienced a special guidance project in the ninth grade of the Philadelphia School system in the year 1941-1942. The purpose of the study was to find the answer as

1/ Ellen Smallwood Patten, "A Follow-Up Study of the Ninth Grade Guidance Project Conducted in Eight Philadelphia Junior High Schools during the Years 1941-1942," unpublished Doctor's Dissertation, University of Pennsylvania, 1946.

to whether those pupils in the special project showed better records of attendance, promotions, or drop-outs than those in the regular group.

Patten[1/] found that many of the pupils who dropped out were the type of pupils who in previous years never went beyond the elementary grades. Among some of her findings were the facts that many of the drop-outs were over fifteen years of age, that many of their intelligence quotients were below 100, that the majority of them were slow children who had fallen so far behind the rest of the class that it was too much effort to keep on struggling. Retardation plus the opportunity to obtain employment so easily during the war years, plus the possible decrease in parental control, were all important factors which should be given due consideration. She also found that most of the girls interviewed were working, were satisfied with their employment, and had but two job changes. She viewed this fact from the angle that it might be concluded that a lack of initiative due to insufficient education and training may possibly be a factor in their disinclination to change employment.

Johnson and Legg[2/], in 1947, conducted a survey for the United States Department of Labor to study the motives that

1/ Patten, op. cit.

2/ E.S. Johnson and C.E. Legg, Why Young People Leave School. Washington, D.C.: U.S. Department of Labor, 1948.

led 524 boys and girls in Louisville, Kentucky, to leave school and to point out ways in which their potentialities might be better developed. They found that at least half of the children who enter the fifth grade drop out of school before completing high school. The survey also showed that dissatisfaction with school, loomed considerably larger than did economic reasons. Some expressed dissatisfaction with the courses because they weren't practical enough. Others complained that the teachers lacked true interest in the pupils. Family attitudes, particularly toward education of girls, influenced some in the schools to quit. In very few instances did the parents discuss the child's leaving school with school authorities. Only one-third of the youth themselves had discussed the matter of dissatisfaction with the school and of leaving with any of the school staff. The investigators state:

> The findings of this study show that the problems of young people in connection with school leaving are many and varied and are interwoven with their personal needs, with existing educational problems and with opportunities in the employment field.
>
> Some adjustment could be made or some assistance given that would keep the young person in school until he is better equipped to take his place in the adult world. The combined genius of American educators, counseling and social welfare experts, and citizen groups can and will find ways to stop much of this early leaving.

In 1948, Cottle[1/], Assistant Director, Guidance Bureau, University of Kansas, conducted a study with a group of teachers on an experimental basis to explore the sources of entry jobs. In following up a group of youth in employment they found that most employers placed great emphasis on desirable personality traits, proper attitudes, and good work habits. They also found that the ability to get along well with employers, fellow workers, customers of the firm, and others, is the most important factor in success on the job. They learned from employers that many young workers lack proficiency in the use of the fundamentals in arithmetic, spelling, English, and legible handwriting. The employers also stated that many youth have apparently no training in doing independent, logical thinking. The employers had been asked to point out weaknesses. Cottle[2/] states that they did, and it is up to those who work with youth in the public school to correct those shortcomings which had been pointed out.

1/ William C. Cottle, "A Survey of Entry Jobs," Occupations, Volume XXVII, No. 5, February, 1949.

2/ Ibid.

Summary of the Research

All of these studies dealt in great part with the success or failure of youth when they faced adult life and the varied and diverse reasons responsible. In the main, the studies involved adolescent youth and their educational, social, and vocational needs. They included follow-ups, national in scope, some state-wide, and others in cities or in small communities.

These studies pointed to the need for:

1. further work in the development of strong guidance programs for pupils which would provide more explanatory experiences for youth while in school;
2. an adequate,accurate, current, and efficient program of occupational information which would aid the girl to understand herself and her relations to the world of work;
3. consideration of the interest of the pupils in guidance;
4. the development of qualities, aptitudes, and abilities that will prove most useful in the future occupation of the youth;
5. some form of organized training rather than incidental training for those who intend to enter remunerative employment either before or on completion of their school course;

6. the adaptation of the content, as well as the method of classroom procedures to the different levels of ability;
7. curriculum adjustments in order to keep pace with modern trends and needs of youth in the world of work;
8. continuous effort in guiding youth into more realistic thinking about future occupational status;
9. more counseling to potential school leavers, in order to insure, as far as possible, that the pupil either remains in school until after graduation or that the pupil and the school are in accord that leaving school is the better step;
10. more attention to the study of common, everyday semi-skilled and unskilled occupations in group guidance and occupational information.

CHAPTER III

PROCEDURE OF THE STUDY

A careful study of the records on file in the office of the Vocational School at Worcester, Massachusetts, revealed that of the total number of girls who had graduated from the school during the period from June, 1937 to June, 1947, 153 had entered the seventh grade and remained to graduate from Grade nine. To obtain a random sampling, the names of the first two in each group of three were selected.

All of these had entered Vocational School having previously completed the sixth grade in public or parochial schools in various sections of the city. Seven of the girls included in the study had attended school outside of Worcester during their first six years of school life, but were in attendance in some Worcester school at the time of their transfer to Vocational School. Representing many nationalities and with a range of I.Q. from 55 to 110, they had enrolled in the Vocational School for many and varied reasons.

The statistical data necessary for the accomplishment of the investigation was secured in part from the records of these girls in the study which were on file in the school

office. These data were recorded under the following headings:

1.) Name

2.) Date of birth

3.) I.Q.

4.) Date of graduation

5.) Plans at graduation

a) To leave school

b) To continue at Commerce High School or at Girls Trade High School

Additional information necessary was secured through a questionnaire which included the following items:

1) Reason for the selection of Vocational School

2) Number employed while attending Vocational School

3) Occupations of those employed while attending Vocational School

4) School attended after Vocational School

5) Number of years of formal education after Vocational School

6) First job after leaving school

7) How first job was secured

8) Types of employment

9) Job held at the time of the investigation

10) Weekly earnings

11) Academic work at Vocational School found most helpful in later life

12) Home economic training at Vocational School found most helpful in later life

13) Marital status

14) Number of offspring

15) Service to country during the war years.

As teacher of Grade Seven and later of Grade Nine at the school, the writer was personally acquainted with all the girls of the study and most of them had been pupils under her guidance. She had visited the homes of practically all of them at least once and in some instances, numerous times. She believed that personal contacts and home visits would best secure for her the information desired.

The investigation was started in September, 1948. The girls in the study had been out of school from one to eleven years. The writer secured the names, addresses, and the telephone numbers of the girls as they were recorded in the school files when they were in attendance there. It was appreciated that a large percentage of these girls would have married over the years, resulting in changes of names and possibly of addresses. Who they are today and where to locate them presented a somewhat difficult problem. The writer felt that the housing shortage existing at this time and for the past years had made it necessary for many of these girls and their families to remain at the same addresses. It was found in many instances that when a family

had moved the telephone number had remained unchanged.

The initial procedure was to check the recorded telephone numbers. Through this medium thirty-eight per cent of the girls in the study were located. The writer was encouraged because of this success to continue the investigation, for many of the girls contacted by telephone were able to provide the marriage names and addresses of classmates whom the writer wished to interview and whom she would have had no other means of locating. In as many cases as possible, the writer made appointments over the telephone as to the most convenient time for the interview.

Those girls who were married and had families were very anxious to have the writer call at a time when the children would be present. Many desired the visits made in the evening so as to present their husbands. Other girls who were employed could be contacted only in the evening. It was interesting to note that before the writer was able to contact some girls, they had been informed of the survey and they telephoned the writer's home to inquire why they had not been interviewed.

In only two per cent of all the cases was there any reluctance to reply to the questions. In one instance, the girl requested to be interviewed at her place of employment rather than at her home. In another situation, a girl's husband forbade her to answer any questions, but during the course of the conversation, inadvertently, she

gave all the information required.

In ninety-eight per cent of the cases, the writer was most cordially received by the girls and their families. The willingness of the girls to cooperate was very apparent, and somewhat surprising to the writer. In most instances, the desire to comply resulted not only in the answering of all questions asked, but information was proffered beyond the scope of the questionnaire. Many of the girls expressed their appreciation of the interest on the part of a former teacher in what they had accomplished since their graduation from Vocational School. During some visits the writer observed and was shown many evidences of the training which the girls had received while students at the school. This was an indication that these girls had availed themselves to the fullest of the training offered them in Home Economics. The writer believes that it is worthy to note that eighty-six per cent of the girls asserted that if they were to retrace their school years, they would again select Vocational School.

A noticeable improvement was observed in the homes in contrast to conditions which had existed when previous visits had been made. Some families, who at the time of former visits had large houses, had converted sections of the homes into smaller modern apartments. Many kitchens had been tiled, bathroom facilities had been improved, modern equipment had been installed, and there was evidence of much refurnishing.

All these advancements in home betterment and improvement were proudly shown by the girls.

For the purpose of checking the girls' replies to the questionnaire regarding employment, it was necessary to interview their employers. They proved fully cooperative. In no case was any information as to the work performed, length of service, wages, or type of work withheld. In the smaller places of business, where the girl was more personally known by the employer, much detail as to her work accomplishments was given.

The Superintendent of Schools gave very willing permission to have the High School records of these girls made available to the writer. The High School Principal and the clerks were most cooperative and helpful. The Trade High School Principal and clerks were likewise desirous to assist in any way possible, in the reviewing of the records pertaining to those involved in the study.

The assistance rendered by the school personnel, by employers, and by various individuals has resulted in the compilation of the data so vitally necessary to this study.

CHAPTER IV

TREATMENT OF THE DATA

Social Findings

At the time of this study, as presented in Table I, forty of the girls were unmarried. Of this group, thirty-five were employed in Worcester; two were keeping house for their parents who were aged; two were attending Commerce High School, and one was at Girls Trade High School.

TABLE I

Whereabouts of the One Hundred Girls at Time of the Study

Social Status	Number
Unmarried:	
Employed in Worcester	35
At home	2
Still in school	3
Married:	
Housewives in Worcester	36
Employed in Worcester	20
Housewives living and working outside of Worcester	4
Total	100

Of the married group thirty-six were living in Worcester and keeping house. Twenty were working full time in the city and were living with parents or in-laws.

The remaining four were living and employed full time outside of Worcester. One of the four was living with her husband's people; three moved to suburban towns because they were able to find apartments there. They and their husbands secured employment in these towns and planned to become permanent residents.

It is considered that the Vocational School better serves the slow learner; forty-seven per cent of the girls in this study fell within the slow learner I.Q. range; twenty-one per cent had I.Q.'s below 75; thirty-two per cent had I.Q.'s of 90 to 110 as indicated in Table II. Baker[1/] diagramatically classifies intelligence groups within rough general limits as the I.Q. range for average (normal) as 90-110, slow learners, 75-89, and mentally retarded, 50-74.

The writer taught these girls and is of the opinion that some in the lowest I.Q. group had very definite reading disabilities. There is a possibility that their low I.Q. rating was conditioned by this fact because the test given to these girls was a group test, (Otis- S.A.).

1/ Harry J. Baker, Introduction to Exceptional Child. New York: The Macmillan Company, 1944.

TABLE II

I.Q. Range of the One Hundred Girls in the Study and their Age Distribution at Graduation from Vocational School

I.Q.	Age at Graduation			Total
	16 or less	At 16	Over 16	
90-110	8	3	21	32
75- 89	5	25	17	47
55- 74	2	7	12	21
Total	15	35	50	100

Further investigation brought to light that although the Massachusetts Compulsory School law permits a girl to leave school at 16 years of age, fifty per cent of the girls in the study remained in Vocational School and graduated after they had reached that age as is shown in Table II. Of the twenty-one girls whose I.Q. range was between 55 and 74, twelve or 57.15 per cent remained in Vocational School after they had passed their sixteenth birthday. The writer considers this fact to be significant inasmuch as these girls could have found employment if they had sought it, and if they lacked interest in the training offered at the school.

Table III gives the frequency distribution of the I.Q.'s of the one hundred girls in this study. The range was from 55 to 110. The largest group, containing forty girls clustered between 75 and 84 in intelligence quotients.

TABLE III

Frequency Distribution of the I.Q.'s of the One Hundred Girls Studied

I. Q.	Number
105 - 114	10
95 - 104	9
85 - 94	20
75 - 84	40
65 - 74	13
55 - 64	8
Total	100
Mean I.Q.	83.9
S.D.	4.3

The next largest group in Table III, a group of twenty,(20) ranged in I.Q. from 85 to 94. There were nineteen (19) whose I.Q.'s were above 95, and twenty-one (21) fell below 75 in I.Q.

The period of this study included pre-war, war, and post-war years, or from June, 1937 through June, 1947. The greatest number of graduates in any one year was 13 in 1941. Data concerning the years since graduation are given in Table IV.

TABLE IV

Frequency Distribution of the One Hundred Girls in the Study and the Number of Years since Graduation

No. of Years out of School	Date of Graduation	Total
11	1937	8
10	1938	6
9	1939	8
8	1940	10
7	1941	13
6	1942	12
5	1943	6
4	1944	12
3	1945	8
2	1946	11
1	1947	6
	Total	100

The increase in the number of girls who graduated from Vocational School from 1940 to 1944 inclusive, the war years, may have been due to the fact that many of the girls had enrolled in the school in order to be free to work afternoons in unskilled employment, since many older and more experienced workers had left these unskilled jobs to work in the defense plants.

In other instances, many of the girls took care of home duties after school hours so that their mothers might work in war plants. Others took care of the children of their married sisters and friends who worked afternoons in factories and stores.

Information as to the age of the one hundred girls at the time of this study is presented in Table V.

TABLE V

Frequency Distribution of the Age of the One Hundred Girls at the Time of the Study

Ages, December, 1948 Years Months		Years Months	No. of Girls
27 - 11	to	29 - 10	17
25 - 11	to	27 - 10	16
23 - 11	to	25 - 10	18
21 - 11	to	23 - 10	11
19 - 11	to	21 - 10	19
17 - 11	to	19 - 10	12
15 - 11	to	17 - 10	7
		Total	100
		Mean Age	23 yrs. 8 months
		S.D.	3.74

Three of the seven girls in the study who had not reached their eighteenth birthday at the time of the investigation were still in High School, or in Trade High School; three were married, and one was keeping house for her parents.

Of the seventeen girls who were the oldest, ten were married, eight of whom devoted their full time to household duties; the remaining two were employed as full time stitchers in a shoe factory. Of the unmarried group consisting of seven girls, two were employed as hairdressers, two as stitchers, one as a milliner, one as a waitress and one as a clerk-typist.

Table VI shows that sixty per cent of the girls in the study had married. Twenty-eight, or 46.67 per cent had married service men. One-fourth of these marriages took place while their husbands were in the service.

TABLE VI

Marital Status of the One Hundred Girls in the Study at the Time of the Investigation

Status	No.	Per cent Total
Unmarried	40	40
Married	57	57
Divorced	2	2
Separated	1	1
Total	100	100

Four or 14.29 per cent of the husbands were still on active duty. Two of the married group had been divorced, and one had been legally separated. These three girls were employed full time in factories and lived with their parents who care for the children.

Forty of the girls were unmarried; one-fifth of this unmarried group were planning marriage in the near future. One girl stated that she had saved five dollars a week from her earnings over a four-year period. She planned to combine this amount with her future husband's savings and build a home on a lot which they had purchased.

Inquiry was made as to the age at which the girls had married. Table VII presents the data concerning the findings.

TABLE VII

Frequency Distribution of the I.Q.'s and Age at Marriage of the Sixty Girls Studied

I. Q.	Age at marriage			Total
	18 or less	18 to 21	Over 21	
90 - 110	3	3	10	16
75 - 89	7	14	9	30
55 - 74	5	5	4	14
Total	15	22	23	60

There were thirty-two girls in the study whose I.Q. range was from 90 to 110 and fifty per cent of those girls had married. There were forty-seven girls in the 75-89 I.Q. range. Thirty or 63.83 per cent had married. There were twenty-one girls studied whose I.Q. range was from 55 to 74 and two-thirds of those girls had also married.

Thirty-seven or 61.67 per cent of the married group had married under twenty-one years of age. Of the forty-

four whose I. Q.'s were below 90, thirty-one, or 70.45 per cent had married before reaching their twenty-first birthday. The youngest marriage was at sixteen and the oldest at twenty-six years.

Table VIII shows the number of offspring at the time of the investigation. The length of time these girls had been married ranged from nine years three months to one month at the time of the investigation. Of the group studied, twenty-seven had one child each; ten had two children each, including a set of twins; five had three children each, and one had four children. This was a total of sixty-six (66) children, as shown in the following table, Table VIII. Seventeen of the married group had no children.

TABLE VIII

Offspring of the Married Group

No. of Girls Studied	Number	Total Children
17	0	0
27	1	27
10	2	20
5	3	15
1	4	4
Total 43		66

The girl in the study who had four children stated that she had wanted to contribute her services to the country's war effort in any way possible. She joined the RED CROSS MOTOR CORPS and was still serving the disabled veterans in various Veterans' Hospitals. Up to the time of the investigation she had contributed 1,050 hours of service. She proudly displayed her Red Cross uniform bearing special service stripes. She was also the recipient of a letter of commendation from the President of the United States. Four of the girls had worked as nurse's aides in local hospitals, and thirty-two had worked in defense plants. Twenty girls had belonged to Red Cross Clubs in various sections of the city and gave their time to fold surgical dressings, sew for children in war-torn countries, and make decorations for holiday festivities in the County Veteran Hospitals. These data are presented in Table IX.

TABLE IX

Services Rendered to the Country's War Effort by Sixty-One Girls in the Study

SERVICE	Number
WOMAN'S ARMY CORPS	2
WOMAN'S MARINES	1
RED CROSS MOTOR CORPS	1
NURSE'S AIDS	4
HOSPITAL LABORATORY ASSISTANT	1

TABLE IX (concluded)

SERVICE		Number
DEFENSE WORK IN FACTORIES		32
RED CROSS CLUBS		20
	Total	61

Table X presents the leisure-time activities of the sixty married girls and the forty unmarried girls in this study, at home and outside the home. The writer attempted to ascertain the fields in which leisure time was spent by the one hundred girls in the study. It was found that the selection of the leisure-time activity was not only affected by the interests of the girl, but also by the financial status of the individual.

The married group tended to enjoy their leisure time with interests confined, in the main, within the home. Of the sixty who were married, 83.33 per cent enjoyed the radio and the same number devoted leisure time to the making of their clothing or home decorations. Of those who were married only 13.53 per cent attended spectator sports and movies because of the expense involved. They stated that they weighed the qualities of a movie before spending part of their earnings for admission. They danced at neighborhood parties, on special occasions, and the infrequent times when they

TABLE X

Leisure Time Activities of the One Hundred Girls in the Study at Home and Outside the Home

Leisure time Activities	Married	Single
At home:		
Radio	50	12
Reading	18	14
Sewing	50	24
Outside the home:		
Dancing	31	28
Games	12	8
Movies	18	18
Sports		
Participation	12	28
Spectator	8	14

dined out.

Of the unmarried group only thirty per cent enjoyed the radio. This is understandable when it is noted that seventy per cent participated in various indoor sports such as bowling and roller skating. Seventy per cent stated that they danced frequently.

Approximately thirty-three per cent of both groups read for enjoyment. These stated that they read a limited number of books, short stories in magazines, and perused the newspapers. Many of these girls had reading

difficulties while at Vocational School which, no doubt, is a contributing factor in their lack of desire to read.

Educational Findings

There were many and varied reasons given by the girls at the time of the investigation as to the reason they had selected Vocational School. It was found that this information checked with reports of home visits made when the girls were pupils at the school. Data concerning the reasons for the selection of Vocational School by the girls in the study are presented in Table XI.

Table XI

Reasons Given by the One Hundred Girls in the Study for Their Selection of Vocational School

REASON	NUMBER
Directed by Principal	22
Directed by Teacher	19
Directed by Friend	9
Needed at Home Afternoons	14
Desire to Work Afternoons	21
Desire for Home Economics	15
Total	100

It was a known fact that there were many girls in the regular elementary schools of the city who were non-academic minded. It was felt that these girls would benefit from Home Economic training provided at Vocational School in conjunction with related information and academic instruction.

One medium for pupil selection for enrollment in the Vocational School was through the principals and the teachers who had direction of these girls in Grade Six. Forty-one per cent of the girls in the study stated that they were directed to the school through such guidance. Of the fourteen per cent who reported that they selected Vocational School because they were needed at home afternoons, only one had worked at remunerative employment during her Vocational School years.

Of the fifteen per cent of the girls who asserted that they had selected Vocational School themselves because they wished vocational training, ten desired the Clothing Course, three wished training in Foods, and two in Home Nursing. Seven of those girls reported that they sought admission to the Girls Trade School, but because the full enrollment had been reached, they were not accepted. They therefore sought training in Home Economics at Vocational School. Two later attended Trade High School, four, Commerce High School, and one left school at 16 years of age when she graduated.

One-half of the girl's school day had been spent in the academic classroom when she was in attendance at Vocational School. In those classrooms the teacher considered the fact that the slow learner needed specific education directly related to her present and potential needs, if the instruction were to be purposeful. It was recognized that practically every activity in one's daily life involved the knowledge and use of some academic skills. It was difficult for the purposes of this study to determine specifically which skills taught to the girls at Vocational School had been used and to what extent. However, there were some academic skills which were particularly stressed at Vocational School and which lead to some specific accomplishments. The writer was interested in checking those skills taught at the school which the girls in the study felt had helped them in some particular life situation. Table XII presents these skills.

TABLE XII

Academic Work at Vocational School Reported as Helpful in Later Life by the One Hundred Girls in the Study

Skill	At home	At work	Total
Letter writing	74	20	94
Keeping accounts	74	16	90
Budgeting	70	0	70
Filing	20	16	36
Insurance information	31	2	33
Totals	269	54	323

Letter writing in personal situations was reported frequently used by seventy-four per cent of the group, whereas letter writing in employment was a skill used by only twenty per cent of the girls. Seventy-four per cent reported the use of arithmetic in keeping accounts at home, 16 per cent, in employment situations. Information and training in budgeting for home use was most valuable to 70 per cent of the group. Twenty per cent found filing training valuable in home situations, 16 per cent in their employment.

Insurance had been purchased by 31 per cent of the group and they reported that the knowledge of insurance received at Vocational School was most helpful in understanding the various phases of life insurance. Two per cent worked in an Insurance office, one as a filing clerk,

one as a typist. One of these girls reported that an interview which she had with her employer convinced him that she had some basic knowledge of life insurance terminology.

The Home Nursing training received at Vocational School was reported as being very helpful for personal use by 57 per cent of the girls in the study; 51 per cent reported using the Home Nursing training in the care of members of their families, other than their children, during illness. Instruction offered in the courses, Care of the Baby and Children's Diseases was of much use to 51 per cent of the girls in caring for their children and the children whom they took care of in employment. The findings as to the ways in which the girls used their training in Home Nursing are presented in Table XIII.

TABLE XIII

Summary of Ways in which Home Economic Skills Taught in Home Nursing at Vocational School Were Reported as Useful by the One Hundred Girls at the Time of the Study

Uses of Nursing Skills	Number
Nursing for personal use	57
Nursing for other family members	51
Nursing to help neighbors	7
Nursing in care of children	51
Nursing for livelihood:	0
Doctor's assistant	1
Nurse's aid	18
Practical nursing	1
Nursing in Marine Hospital	1
Care of State wards	1
Total	188

One of the girls reported that this training was an influential factor in enabling her to secure children as State Wards, and was very valuable when she actually became foster mother to four of them. During the time these children were in her care, she found it necessary to put into effect the knowledge acquired as a student in the Home Nursing Course.

In this table one individual may appear one or several times, according to the number of ways in which Nursing Skills were used, hence the figures add up to more than one hundred.

Twenty-two of the girls reported earnings for services from some field of nursing. One of the girls who graduated from Commerce High School entered a county hospital to train as a nurse. After two years of training, she joined the Women's Marine Corps and served in a Marine Hospital for one year and four months. Another girl who had become much interested in a nursing career was prevented from realizing her ambition because of economic reasons. Her family physician appreciated her keen interest and background of nursing information. He suggested that she enroll in a medical secretarial course, and after she had completed it, he employed her as a nurse receptionist in his office. She remained in his employ for a period of six years. During the war years she contributed her services in the mornings to one of the hospitals in the city and assisted in the hospital laboratory.

Eighteen girls reported having worked as nurse's aids in various hospitals. One girl, who married shortly after graduation, satisfied her interest in nursing by taking a correspondence course in practical nursing. She received her certificate and has done practical nursing in private homes.

The data relative to the ways in which the girls in this study used cooking skills is presented in Table XIV on the following page.

TABLE XIV

Summary of Ways in which Home Economic Skills Taught in Cooking at Vocational School Were Reported as Useful by the One Hundred Girls at the Time of the Study

Uses of Cooking Skills	Number
Cooking for personal and family use	81
Cooking for livelihood:	
in restaurant	7
in private home	1
in hospital, as assistants	4
Cooking for pleasure only	19
Total	112

Eighty-one per cent of the girls reported using the training received in cooking at Vocational School for personal and family use. Ten girls stated that the cook book used at the school was their basic cooking text. Twelve of the girls also used their knowledge and training in cooking for a livelihood, seven as cooks in restaurants, one as a cook in a private family, and four in special preparation of food for the sick.

Nineteen of the girls who worked during the day and lived with their parents or in-laws, reported that they did no cooking in the preparation of meals. They used their knowledge of cooking only for pleasure or for the preparation of food for special entertaining.

Table XV presents the data on the uses of clothing skills.

TABLE XV

Summary of the Ways in which Home Economic Skills Taught in Clothing at Vocational School Were Reported as Useful by the One Hundred Girls at the Time of the Study

Uses of Clothing Skills	Number
Clothing for personal use	60
Clothing for family members	42
Repair and alteration	84
Home decoration	20
Livelihood	3
Extra earnings	7
Hobby	22
Total	238

Inasmuch as a course in Clothing provided the girls at the school the means to put into practice aptitudes that they possessed, they found clothing the most interesting. Evidences of the results of this training were found in the homes of the various girls contacted. The writer was shown suits, dresses, and articles of clothing for family members, especially children's garments.

Of the three who used the skill as a livelihood, one was employed making clerical garments, one worked for a dressmaker who specialized in children's hand-made clothing, and the other did sewing in her aunt's dress shop.

Seven of the number who were married, sewed in their homes in the evening to earn extra money after their home duties were completed. Twenty-two reported that they sewed just as a hobby, but at the same time they utilized their skill to make slip covers, curtains, overdrapes, bed spreads, and articles of home decoration, which they could not afford if they had to purchase them ready-made in a department store.

One girl proudly showed her wedding picture and asserted that she had made her wedding gown, her attendants' dresses, and her own trousseau. Another girl reported that she taught her sister to sew and the latter earned money making slip covers for department stores and private homes.

Table XVI shows the schools attended beyond Vocational School by the eighty-two girls in the study.

The records of Commerce High School and of the Girls Trade High School were checked to establish the reliability of the girls' statements relative to the schools attended beyond Vocational School and in only one case was there a discrepancy. The greater number (62 per cent) attended Commerce High School (days) after graduation from Vocational School. Some of those girls stated that they had planned to attend Girls Trade High School, but altered their plans because the Trade School day was too long to permit them to be employed after school hours.

TABLE XVI

School Attended beyond Vocational School
by the Eighty-two Girls in the Study

Name of School	Day School	Evening School	Total
Commerce High	62	5	67
Trade High School	11	1	12
Business School (special courses)	3	0	3
Totals	76	6	82

Four of the girls stated that they had been directed by their teachers at Vocational School to enroll at Girls Trade High School because it was felt that they possessed particular ability in Home Economic skills. They regretted that they had not followed such guidance because they were unable academically to compete in Commerce High School, and therefore had left school. They felt that if they had enrolled at Trade High School, they would have benefitted by the Home Economic training given there. Table XVI gives a summary of this information.

Table XVII shows the I.Q. range of the one hundred girls in the study and the selection of schools beyond Vocational School made by them. Table XVII may be found on the following page.

TABLE XVII

The I.Q. Range of the One Hundred Girls in the Study and the Selection of Schools beyond Vocational School

Range of I.Q.	High Ent.	High Gr.	Trade Ent.	Trade Gr.	Evening School Ent.	Evening School Gr.	Business School Ent.	Business School Gr.	Vocational Ent.	Vocational Gr.	TOTAL
90-110	30	3	1	1	0	0	0	0		1	32
75- 90	24	3	6	2	6	0	3	0		8	47
55- 74	8	1	4		0	0	0	0		9	21
Totals	62		11		6		3			18	100

Completion of their secondary education either at Commerce High School or at Girls Trade High School was realized by ten per cent of the girls in the study. Four of these graduates had an I.Q. range from 90 to 110, five, from 75 to 90, and one an I.Q. of 61.

The latter graduated from Commerce High School. She was twenty-one years old at graduation. It was interesting to note that her first term mark in Stenography was 87, her second term average was 90, her third term mark was 66, and her final average was 81. She required four and one-half years to complete the four-year course. Most of her averages were just passing grades. She had a definite reading disability which may have colored her intelligence quotient record. At Vocational School and at Commerce High School she was noted as, "very poor personality make up" although she had been an earnest, serious, conscientious student and

had met her family's request that she graduate from High School. She stated that she had no desire to work in an office and since graduation she has been doing piece work on an assembly line.

One girl, whose I.Q. was 106, had been directed to Vocational School by her elementary school principal, who had felt that the girl was academically slow, and that through the Vocational School, she could best be guided to Trade School. A home visit made at the time of her entry into Vocational School disclosed that the girl's attendance had been poor due to many family illnesses. She had lost her interest when she could not keep up with the class. At Vocational School, she was constantly encouraged to develop the best that was in her and competition was only with her own record. Guidance, individual help, and her best efforts brought about renewed interest in school. She began to acquire knowledge and skills quickly, and in a short time, she had surpassed her classmates. It was noted by her teachers that she had characteristics which would bring success in clerical work, so she was directed to Commerce High School. She did well there, and since her graduation, she has been employed in the office of a large factory. Her employer is well satisfied with her accomplishments.

Eighteen per cent of the girls who had an I.Q. range from 55 to 100 concluded their education with graduation from Vocational School. One whose I.Q. was 100 was very anxious to go to Commerce High School, but economic conditions at home prevented it. The others expressed no desire for further schooling. They were anxious to go to work. Table XVII summarized these data.

The status at the completion of formal education of the one hundred girls in the study is presented in Table XVIII. Of the group who sought further education after graduation from Vocational School, sixty-two per cent entered Commerce High School days, and five attended evening classes. Seven, or 11.29 per cent of the day high school group graduated. One of them sought further formal education training to be a nurse. For the purposes of this table she is not listed as a high school graduate inasmuch as the completion of her formal training occurred during the period she was in training to be a nurse.

Of those girls who went to Trade High School, three or 27.27 per cent of the group completed their formal education with graduation. One of the girls had attended Trade School in the evening.

Three girls sought special courses in business training, but none of them graduated, although they had been employed in office work.

Eighteen completed their education with graduation only from Vocational School. A few felt incapable of further work.

TABLE XVIII

Status at Completion of Formal Education of the One Hundred Girls at the Time of the Study

Name of School	Day	Evening	Total
Commerce High			
Graduate	6	0	6
2 to 3 yrs.	4	5	9
1 to 2 yrs.	16	0	16
Less than 1 yr.	35	0	35
Total	61	5	66
Trade High			
Graduate	3	0	3
2 to 3 yrs.	1	0	1
1 to 2 yrs.	3	1	4
Less than 1 yr.	4	0	4
Total	11	1	12
Business (special courses)			
Graduate	0	0	0
Less than 1 yr.	3	0	3
Total	3	0	3
Nursing			
Graduate	0	0	0
2 to 3 yrs.	1	0	1
Total	1	0	1
Vocational			
Graduate	18	0	18
Total	94	6	100

Vocational Findings

Although only twenty-one girls in the study stated that they selected Vocational School so that they might work afternoons, it was found that seventy-five of them were employed for various periods of time while in attendance at Vocational School, either in unskilled or semi-skilled work. In eighty-eight cases the work involved the knowledge and use of some Home Economic skill taught at the school.

Some of the girls secured the work through the school. Although the school did not have a placement office in recent years, there was one in existence at the school during the earlier years included in this study. The summary of the occupations at which the girls worked while attending Vocational School is presented in Table XIX.

TABLE XIX

Summary of the Occupations at which the Girls Worked while Attending Vocational School

Occupation	Number
Care of children	50
Care of sick	3
Cooking	3
Factory work	1
House work	10
Laundry work	4
Mother's helper	18
Office work	1
Restaurant work	15
Salesgirl	10
Others	5
Total	120

In some instances it was necessary for the girls to work part time, if they wished to remain in school. They had to clothe themsleves or contribute to the family earnings. In some cases, where the girls were sixteen years or older, they would have left school to go to work full time, but unable to find the specific employment they desired, they chose to remain at school and work part time. Many were induced to remain at school to graduate by their older brothers who were in the armed forces and who tried to

convince their sisters that an education was essential, if one wished to secure a good position. The writer was the recipient of four letters from the brother of one of the girls while he was with the armed forces in Europe. Although under the strain of war, one of his keenest desires was to have his sister remain in school to graduate. Other girls worked afternoons to earn spending moneyfor their parents made no check on their earnings.

Table XX presents data as to the various methods used by the girls in securing their first position. Information on the proper procedure to use in making application for employment had been stressed in the course on Occupational Information at the school. It was interesting to note that 57 per cent of the girls in the study reported that they were successful in securing their initial job through this medium.

TABLE XX

Summary of Methods Employed by the One Hundred Girls in the Study in Seeking their First Job

Method Used	Number
Answered newspaper ads	5
Contacted friends	15
Contacted relatives	10
Contacted school agencies	5
Inquired at employment agencies	8
Made personal application	57
Total	100

Table XXI shows the length of time the one hundred girls in this study were idle before securing their first full-time job.

TABLE XXI

Length of Time Idle by the One Hundred Girls in the Study before Securing their First Full-Time Job

Period of Idleness	Number
Less than six months	90
Six months to 1 year	5
Over one year	2
Never worked (in school)	3
Total	100

The investigation indicated, as shown in Table XXI, that 90 per cent of the girls in the study secured positions within six months after completion of their formal education. Fifteen per cent of the above had secured their jobs prior to leaving school, therefore, no period of idleness was reported by them. Five per cent of the girls reported being idle from six months to one year; two stated that they were unemployed more than one year. Three per cent were students in High School at the time of the investigation and never held full-time employment.

It is to be noted that this group of one hundred girls left school within the last ten years when employment generally has been at an abnormal peak. During the period covered by this study, older workers sought and obtained more remunerative employment, thereby providing opportunities for these girls in the unskilled types of work.

When this investigation was made, 59 per cent of the girls in the study were employed full time and had a weekly wage range from $19.62 to $56.75. The largest group, twenty-four or 40.68 per cent clustered within the range from $20 to $29; the next largest, a group of twenty, or 33.90 per cent fell within the $30 to $39 a week range. In the lowest range, earning less than $20 a week, there were eleven girls or 18.64 per cent of the group. Only one girl, or 1.69 per cent of the group was earning over $50 weekly. Table XXII summarizes these data on following page.

TABLE XXII

Frequency Distribution of the Weekly Wages of the One Hundred Girls in the Study Employed Full Time at the Time of the Study

Weekly Wages	Number
$15 - $20	11
$20 - $29	24
$30 - $39	20
$40 - $49	3
$50 - $59	1
Total	59

The highest wage earner, whose I.Q. rating was 78, entered employment the day after she left school. She was employed as an invisible mender in a cloth factory on piece work. Her mother had been employed by the same factory for twenty-eight years. She had taught the mending skill to her daughter at home before she sought employment.

The three girls earning between $40 and$49 a week were likwise doing piece work in factories and had been employed at the same place and at the same type of work since they left school. Their I.Q.'s were 70, 72, and 74 respectively. The types of work which these girls were performing would be particularly monotonous to girls of higher intelligence, but they were all content and happy

in their work and were giving satisfaction to their employers.

Of the girls who graduated from school beyond Vocational School, five fell within the $30 to $39 a week group. One of these girls with an I.Q. of 61 selected piece work in a factory in preference to office work in the same factory because she was able to earn more money.

These wages were carefully checked. Every employed girl in the study stated that she was satisfied with her present employment. Since there were no girls out of employment, it would appear that they had adjusted well in their work. Fifteen girls who had been dropped during various slack periods had all been recalled when work conditions improved. This was evidence to the writer that this particular group had done satisfactory work for their employers.

Table XXIII presents information relative to the ninety-seven girls who had completed their education at the time of the study and reported that they had found initial employment in thirty-one varied occupations. Thirty-three or 34.62 per cent found employment as stitchers in factories or waiting on trade in neighborhood and chain stores. Most of the girls reported that they sought no special type of work, but applied for work where family members or friends were employed or wherever they heard that help was wanted. Twenty-four or 24.74 per cent

found employment in the type of work for which they had been especially trained in school.

TABLE XXIII

Summary of the First Full Time Job of the Ninety-seven Girls in the Study who Had Completed their Education

Occupation	No.	Occupation	No.
Assembly line	6	Mender	1
Baker	2	Nurse's aid	3
Beauty shop receptionist	1	Nurse girl	2
Chocolate dipper	1	Packer	4
Filing clerks	2	Photo finisher	2
Cook	1	Sales girl(counter)	18
Dancer	1	Secretary	1
Errand girl	1	Sewer	2
Dish washer	1	Shoe cementer	1
Elevator operator	1	Stitcher	15
Hairdresser	3	Time keeper	1
Hospital worker	4	Typist	2
Housework	2	Usher	2
Inspector in factory	8	Machine tender	2
Laundry worker	2	Waitress	4
Merchandise marker	1		
Total	37		60

Table XXIV gives a summary of the occupations of fifty-nine girls employed full time at the time of the study.

There were fifty-nine girls employed full time at the time of this study. Eighteen or 30.51 per cent were employed in factory work, fourteen or 23.72 per cent were employed in clerical work, and twenty-seven or 45.76 per cent were employed in twenty-seven other types of work.

TABLE XXIV

Summary of the Occupations of the Fifty-nine Girls Employed Full Time at the Time of the Study

Occupation	I.Q. Range 55-74	75-89	90-110	No.
Assembly line	2	4	3	9
Chocolate dipper	1	0	0	1
Cashier	0	1	1	2
General office work	1	0	4	5
Cook	1	0	0	1
Counter girl	1	2	0	3
Hairdresser	0	2	0	2
Laundry work	1	1	0	2
Milliner	0	1	0	1
Nurse's aid	1	1	0	2
Photograph developer	1	1	0	2
Printer	0	0	1	1
Sales girl	0	3	4	7
Sewer	0	1	1	2
Stitcher	4	3	0	7
Typist	0	2	5	7
Waitress	2	2	1	5
Total	15	24	20	59

Of the fourteen employed in clerical work, ten or 71.43 per cent were in the normal I.Q. range; three or 21.43 per cent were in the slow learner I.Q. range, and one or 7.14 per cent was in the mentally retarded group. The latter, had taken a special course in comptometry and was reported as doing satisfactorily in her position. This information has been presented in the above table(Table XXIV).

The amount of the total employment time spent on the present job was of interest to the writer and is presented in Table XXV.

TABLE XXV

Employment Time Spent on Present Job of those Fifty-Nine in Full Time Employment at the Time of the Investigation

Length of Time	Number
100 per cent	15
75 to 100 per cent	5
50 to 75 per cent	19
Under 50 per cent	20
Total	59

Of those working at the time of the investigation, fifteen, or 25.42 per cent remained in the service of the same employer for their total employment time. One had worked one year for the same employer; three, two years; four had worked five years; three, six years; and the remaining four had worked nine years at their initial employment. Their employers stated that the girls were giving satisfactory service. Although those girls who had been with the same employer for nine years stated that there was no opportunity for advancement beyond their present status, they were very well satisfied to remain at the same work. Some stated that it was better to stay on one job than to be dissatisfied and move from job to job.

CHAPTER V

SUMMARY AND CONCLUSIONS

A most effective medium in helping pupils to make wise educational and occupational plans and to develop wholesome personalities is through a well organized guidance program. It is a prime necessity that such a program recognize the presence of individual differences and the necessity for adequate provision within the school situation to take care of the needs of the individual.

Ingram[1/] states that the fundamental principles in education for the slow learning child are basically the same as those of all children, but every community faces the realization that it has a problem in the child who learns slowly in school and who requires the application of special practices and attention to help and direct her to make the most of her possibilities.

The program at the Girls Vocational School at Worcester has been set up with this need and aim in mind. It is the desire of the school to help every individual pupil enrolled to develop the best that is in her as an individual and as a member of the group to which she belongs. All procedures

1/ Ingram, op. cit., p. 37.

used at the school to carry out this aim can be characterized as guidance, in its broader sense.

The purpose of this study was to evaluate the training offered the girls at Vocational School, especially one hundred of those who had entered the seventh grade and had remained to graduate from the ninth grade. Much pertinent information was gathered through personal contacts with those who graduated from the school from June, 1937 to June, 1947. In the light of the information gathered, the following statements as findings are typical of the population in the study.

Summary of the Findings

Social Findings:

1. The chronological age range of the one hundred girls was from seventeen years, six months, to twenty-nine years, nine months.
2. Their I.Q.'s ranged from 55 to 110.
3. Eighty-five per cent were either sixteen years of age or older when they graduated from the Vocational School.
4. Of the total group, 60 per cent had married.
5. The offspring of the group totaled 66.
6. Of the married group, 3 per cent had unstable marriages.

7. Thirty-seven or 61.67 per cent of the group had married before reaching their twenty-first birthday.
8. Of the total group, 3 per cent served in the armed forces.
9. Services to the war effort were rendered by 61 per cent of the total group studied.
10. It was found that not only the interests of the individual affected the selection of the leisure-time activity, but the financial status of the individual - also - was involved.
11. Ninety-six per cent of the girls were living in Worcester at the time of the study.

Educational Findings:

1. Selection of Vocational School was made by 41 per cent of the girls studied through the guidance of the principals or teachers of their elementary schools.
2. The desire for vocational training prompted 15 per cent of the girls to select Vocational School.
3. The I.Q. range of those girls who sought further education at Commerce High School after graduation from Vocational School was from 61 to 110; of those who went to Trade High School, the I.Q. range was from 79 to 108; of those who sought no further secondary education, the I.Q. range was from 55 to 100.

4. The greatest number of graduates (62 per cent) attended Commerce High School during daytime after graduation from Vocational School; seven of them remained to graduate.
5. Eighteen per cent concluded their formal education with graduation from Vocational School.
6. Eighty-one per cent of the girls reported using the training received in cooking at Vocational School for personal and family use.
7. Earnings for services in the preparation of food in which training had been offered at Vocational School was reported by 12 per cent of the girls.
8. Home Nursing training received at Vocational School was reported as being very helpful for personal use by fifty-seven per cent of the girls in the study.
9. Twenty-two per cent of the girls reported earnings for services in some field of nursing in which they had received training at Vocational School.
10. One-half of the girls reported that they were able to make their own clothing as a result of the training in clothing received by them at Vocational School.
11. Of the one hundred girls in the study 3 per cent were still in school.

Vocational Findings:

1. Twenty-one girls stated that they had selected Vocational School so that they would be free to work afternoons.
2. Seventy-five per cent of the girls had been employed part time for various periods when in attendance at Vocational School.
3. Personal application was the medium used by 57 per cent of the girls in seeking their first job.
4. Ninety per cent of the girls were idle less than six months before securing their first full-time job.
5. The ninety-seven girls were employed at thirty-one varied jobs in their initial full-time employment.
6. On their first full-time job 34.02 per cent of the girls were employed either as sales girls or as stitchers.
7. At the time of the study 59 per cent of the girls were employed full time and had a weekly wage range from $19.62 to $56.75.
8. The four girls receiving the largest weekly earnings were employed in factories as piece workers.
9. At the time of the study 30.51 per cent of the girls were working in factory work.

Vocational Findings: (continued)

10. Of the girls employed at the time of the study, 23.72 per cent were doing clerical work.

11. Of those girls working at the time of the investigation, fifteen or 25.42 per cent had remained in the service of the same employer for their total employment time.

Conclusions and Educational Implications

The following conclusions based on the findings of this study have reference only to the girls who attend Vocational School in the area concerned in this investigation.

Social Conclusions:

1. More than half of the girls had married and of this group three had unstable marriages. Those girls who were separated from their husbands were working and were apparently taking adequate care of their children. It is to be noted that slightly more than three-fifths of the married group had married before reaching their twenty-first birthday, and that the girls of lower I.Q. tended to marry at an earlier age than did those of normal I.Q. Therefore, home making should continue to be an important part of the Vocational School training. This training, direction, education, and experience should contribute to more skilful living and the enjoyment of the home.
2. Their patriotism in their country's hour of need was evident by the diversified endeavors to which they gave of their energy and time.

3. The group studied tended to be a well adjusted one capable of supporting and caring for their home responsibilities.
4. Considering the abilities and educational background of the girls in the study, it was noted that,in most cases, their leisure time was spent to advantage.

Educational Conclusions:

1. Guidance received at the elementary level had resulted in slightly less than half of the girls in the study entering Vocational School.
2. The desire for vocational training prompted some girls of the study to select Vocational School.
3. There was a marked difference in the intelligence quotient of those girls who completed their formal education with graduation from Vocational School and those girls who sought further education at high school level.
4. By far the larger number of Vocational School graduates sought to further their education at Commerce High School rather than at Girls Trade High School. In interpreting this point, it is well to consider that the length of the day at Commerce High School allows for after school employment. Of those who entered Commerce High School

4. (continued)

more than half of them dropped out before completing a year there, and only seven remained to graduate. In view of the fact that sixty-eight per cent of the girls had I.Q.'s below the normal range, it is possible that the curriculum at the High School is not geared to meet the individual needs of the slow learning youth who seek further education there.

5. More than three-fourths of the girls who graduated from Vocational School during the period studied were either sixteen years of age or over at graduation. Most of them had left school at a time when many work opportunities were available because of World War II, and the generally favorable economic conditions existing in this area. Considering their age at graduation and the fact that they could have secured employment presents the question as to why these girls of low intelligence sought to continue their education at secondary level. Many of them had been guided away from commercial and business courses by their teachers, yet they wished to "try out High School." Implications for guidance and further education lie in these facts.

6. The Home Economic training offered in clothing, home nursing, and foods at Vocational School was of much value to the girls in this study. In many cases, their employment situation involved a knowledge of some Home Economic training, but in life situations within the home the specific skills were of inestimable worth. It may be concluded that these courses have a truly functional value.
7. It is heartening to realize that most of the girls claimed that if they were to retrace their school steps, they would again select Vocational School. From this we may conclude that Vocational School meets the educational needs of these girls to a high degree.

Vocational Conclusions:

1. Many of the girls found employment during their school years.
2. Little time elapsed between leaving school and securing the initial full-time job.
3. All those who desired to be employed at the time of the study were working and were apparently satisfied with their employment.
4. The girls were employed in a wide range of occupations.

5. Worcester through its varied industries and commercial offerings can absorb large numbers of girls with Vocational curricula or similar training.
6. More girls were employed in factory work than in clerical work or personal service.
7. The girls found employment in semi-skilled and in unskilled occupations, but the majority found employment in semi-skilled work.
8. The girls of normal I.Q. range tended to seek employment in more skilled occupational fields than those girls having below normal intelligence.
9. Some of the girls had remained in initial employment during their entire work period and their employers had stated that they were doing satisfactory work.
10. Some of the girls remained on the same job so that years of service and proficiency would be in their favor during slack periods; others drifted into an occupation, and looked no further for advancement. Therefore, we have no reason to believe that in all instances, these girls were completely adjusted. These statements present evidence that more direction and guidance considering the girls' interests and abilities would be of much value to them.

SUMMARY

To summarize these statements it may be said that these girls gave evidence of the following facts:

1. Approximately one-half of them were directed to Vocational School by their principals and teachers of their Elementary Schools.
2. A large group of them worked after school hours while attending Vocational School.
3. They found employment at semi-skilled and unskilled work.
4. Many of them sought education beyond Vocational School.
5. A small group realized the completion of their secondary education.
6. Those who had married and had children were apparently caring for their responsibilities in a commendable manner.
7. The training received by these girls while at Vocational School, was of much use to them in life situations.
8. They had enjoyed Vocational School and felt that it had met their needs to a great degree.
9. They were apparently a well adjusted group.
10. Worcester can absorb many such girls in its industrial and business life.

RECOMMENDATIONS

The following suggestions based upon this study may prove of value to the Vocational School.

1. The recognition of individual differences has a strong bearing on the education of youth; therefore, varied provisions to meet the needs of the individual should continue to be made at the Vocational School.
2. A guidance program should be set up at the Vocational School which should concern itself with assisting the girl not only to adjust to her present situation, but also to plan her future in line with her ability, interests, and socio-economic needs.
3. Current, useful, and authoritative information about employment opportunities and conditions both within Worcester and its immediate vicinity, should be made available to the student.
4. There should be developed within the school youth a deeper insight into the aims of the school and a further realization of its broader services to the pupil.

5. The school should become informed of what happens to the students after they leave school, and put into use the knowledge acquired by adjusting the curricula to meet their actual needs.
6. Continued provisions should be made for orienting the students in the techniques of job application, since so many of the youth secured positions through this medium.
7. More information pertaining to the girls' background, work history, avocational interests, and specific abilities should be gathered and recorded during the time that the girls are in Vocational School.
8. There should be a closer contact between the school and its graduates. An alumnae group should work to focus favorable attention on the school, its purposes, and its accomplishments.

SUGGESTIONS FOR FURTHER STUDY

1. Compare as to social and vocational adjustments a group of girls who attended Vocational School with a group having similar ability who remained in the elementary school.
2. Compare as to social and vocational adjustments a group of girls who graduated from Vocational School with a group who graduated from Junior High School matched for socio-economic status.
3. Compare as to social and vocational adjustment a group of girls who graduated from Vocational School with a group who remained but one year in Vocational School.
4. Make a careful study of adolescent girls to determine their use of leisure time.
5. Make a detailed study of the occupations in Worcester, Massachusetts, suitable for adolescent girls.
6. Make a comparable study as to social and vocational adjustment of a group of girls who graduated from Vocational School with a group of boys who graduated from the same school during the same years.

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APPENDIX

VOCATIONAL SCHOOL QUESTIONNAIRE

1. Name Maiden name

2. Address I.Q. Age Age at marriage

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3. Marital status (check)

   a. Single b) Married c) Separated d) Divorced
   e) Widowed f) Remarried

4. No. of children (Ages)

5. School

   a) Number of schools attended before entering Vocational School.

   b) Check reason for selection of Vocational School:

      1. Directed by principal
      2. Directed by teacher
      3. Directed by friend
      4. Needed at home afternoons
      5. Desire to work P.M.'s
      6. Desire to learn:
         a. Cooking
         b. Clothing
         c. Home Nursing

   c) Check any of the following occupations at which you worked while attending Vocational School:

      1. Mother's helper
      2. Care of children
      3. House work
      4. Cooking
      5. Care of aged
      6. Care of sick
      7. Sales girl
      8. Laundry work
      9. Restaurant work
      10. Factory work
      11. Office work

      List any others

   d) What school if any, did you attend after graduating from Vocational School ?

      High School Night School (High)
      Trade School Business School
      Any other

5. (continued)

e) How long did you attend school after graduating from Vocational School ?

Less than 1 year
1 to 2 years
2 to 3 years
3 to 4 years

f) What academic skills learned at Vocational School have been most helpful to you ?

	At home	In your work
Letter writing		
Keeping accounts		
Budgeting		
Buying insurance		
Installment buying		
Figuring taxes		
Filing		
Other skills		

g) What vocational skills learned at Vocational School have been most helpful to you ? (Fill in)

1) at home

Home Nursing	Clothing	Foods	Total

2) at work

Home Nursing	Clothing	Foods	Total

Total

h) Do you make your own clothing ?

1) frequently 2) occasionally 3) rarely

i) Do you make your children's clothing ?

1) frequently 2) occasionally 3) rarely

j) Do you use basic recipes taught you at Vocational School in your preparation of foods ?

1) frequently 2) occasionally 3) rarely

k) Did you enjoy Vocational School ?

6. Employment

a) Years out of school

1) 1 to 3, 2) 3 to 5, 3) 5 to 7, 4) 7 to 10

b) Employment status

1. Employed full time (30 or more hours per week)
2. Employed part time (less than 30 hours per week)
3. Unemployed and seeking work
4. Unemployed and not seeking work
5. Doing housework at home - full time
6. Doing housework at home - part time
7. Full time student
8. Part time student
9. Others

c) How long were you out of school before you obtained first job ?

Months:
None 1-2-3-4-5-6-7-8-9-10-11-12 More than a year

d) Give information about your first position after leaving school.

1. Kind of work
2. How secured
3. Wages
4. Liked
5. Disliked
6. How long held

e) What position, if any, did you hold previous to your present one ?

1) Name of position 2) Employer 3) Wages

f) What was your reason for leaving ? Yes No

1. Frequent absence
2. Lack of punctuality
3. Trouble with boss
4. Trouble with fellow employees
5. Lack of training necessary for work
6. Work too difficult
7. Work too heavy
8. Health reasons
9. Slack period
10. Other reasons

g) Give information about your present employment:

1. Kind of work
2. Place of employment
3. Wages Below $20 $20-$30 $30-40 Over $40

4. Do you like your work ? Yes No

5. Hours per week 40 hours More than 40 Less than 40

6. Chance for advancement

h) If not satisfied with your present employment, what kind of work would you like ?

i) What have you done to get a job when you have been out of work ?

1. Answered newspaper ads
2. Inquired at employment agencies
3. Made personal application
4. Contacted friends
5. Contacted relatives
6. Contacted school agencies
7. Other (explain)

7. Leisure Time

Which of the following leisure-time activities do you prefer ?

In the home	Married	Unmarried
Radio		
Reading		
Sewing		

Leisure Time (continued)

Outside the home	Married	Unmarried
Dancing		
Games		
Movies		
Sports		
Participation		
Spectator		